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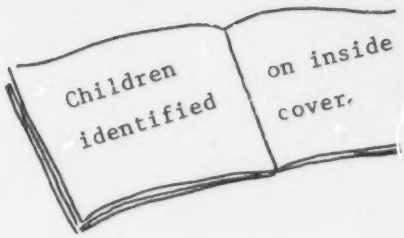
ABSTRACT

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are a comment on education, a poem in French, a discussion of students' tools for a learning career, and many photographs of activities at Project Brave. (SK)

PROJECT BRAVE

BULLETIN



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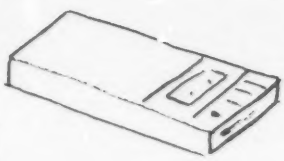

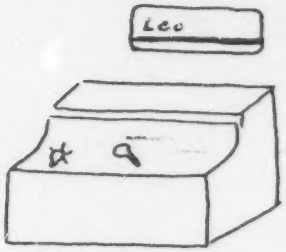

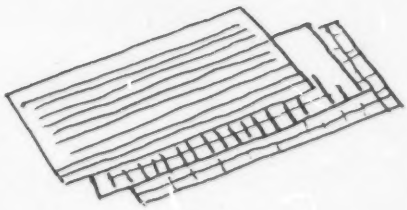

SPONSORED BY TITLE VII ESEA

St. John Valley, Maine

VOL. II, No. 5

Top Photo: Gilman Michaud (grade 2), Keegan School) proudly displays the three French books which he learned to read to perfection. Gilman undertook this project on his own, claims his teacher Mrs. Lorraine Ouellette.

Middle Photo: Little Miss Ann Hale (grade 2, St. Thomas School, Madawaska) sits at the prima type and reviews her spelling.

Bottom Photo: John Charles Dionne (grade 2, Bailey School) reads and recounts the story of "Les Acadiens."

ST. JOHN VALLEY BILINGUAL EDUCATION

TITLE VII STAFF

Omer Picard, Director
Gil Hebert, Evaluator
Norman Dube, French Specialist
Sr. Sharon Leavitt, Curriculum Specialist and Brave Bulletin Editor

Our heartfelt thanks go to Miss Martine Pelletier of Van Buren, for her advice on compiling the historical facts in this booklet.

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IS TITLE VII WORTH ITS NAME?

Ask my little ones!

The Title VII staff and program has made each and every student in grade 2, a happier, more enriched person. Our class has been provided with equipment, audio-visual materials, books, music and a touch of magic because of people who are sincerely concerned.

Through the daily use of phonographs, records, language masters, language lab set, filmstrips, typewriters, tape recorders, rhythm bands, and many other items, the children have made remarkable progress emotionally as well as academically. They have developed their vocabulary in both the French and English languages and have learned to cope with many little fears which have been blocking their normal learning. They have deepened their respect for themselves, for others, and have grown to appreciate people who work with and for them. These students have discovered that their French language is something good. They have become proud of their French and are happy to speak it.

Most of these children have come to realize that to be alive and to make good use of what is around us is a wonderful thing. Their greatest discovery is what makes the teachers most happy — they have discovered themselves. Due to the warmer atmosphere created by the home language being accepted, heard, and spoken in the classroom, the taste of success and the growing self-acceptance has increased by over 80%. To hear a child laugh is such rewarding experience!

The French books in use were creatively prepared by the Title VII staff to promote interest and to provide opportunities for discussions in the child's primary language. These brochures have contributed tremendously to the ongoing process of education for these little ones in the Valley. The children are alive! Those who were silent have become active participants and it makes such a difference! They love to tackle French and English words. Learning is fun and getting ahead is something they want for themselves. It is not something the teacher forces them to do, except to give an occasional little push. . . . These lively eight-year-olds have created an enthusiasm that is contagious, healthy, and fruitful. They are eager and proud to read French stories to others. Our pupils work hard and find much joy and satisfaction in their work. They risk, dare, and trust the adults for encouragement and support. They are proud of their growing knowledge about their culture and live a happy school day.

If you would bear with me a little longer, I'd like to share a little "happening" of the week. I prepared a special activity on St. Patrick's Day comprised of reading, discussion, and coloring. One of the pupils very candidly shared his first impressions out loud, "Boy, this is nice! Did Title VII give us this, too?"

Has Title VII helped our children grow? I think it has done wonders. Is Title VII worth its name? I think the question has been answered, don't you?

Sister Sylvia Michaud, R.S.R.
Grade 2
Bailey School

A COMMENT ON EDUCATION

It is safe to assume that early childhood is the period of human life which is richest in experience. Everything is new to the newborn child. His gradual grasp of his environment and of his world around him are discoveries which, in experiential scope and quality, go far beyond any discovery which the most adventurous and daring explorer will ever make in his adult life. No Columbus, no Marco Polo has ever seen stranger and more fascinating and thoroughly absorbing sights than the child that learns to perceive, to taste, to smell, to touch, to hear and see, to use his body, his senses, and his mind. No wonder that the child shows an insatiable curiosity. He has the whole world to discover. Education and learning, while on the one hand furthering this process of discovery, on the other hand gradually brake and finally stop it completely. There are relatively few adults who are fortunate enough to have retained something of the child's curiosity, his capacity for questioning and wondering. The average adult "knows all the answers" which is exactly why he will never know even a single answer. He has ceased to wonder, to discover. He knows his way around, and it is indeed a way around and around the same conventional pattern, in which everything is familiar and nothing cause for wonder. It is this adult who answers the child's questions, and, in answering, fails to answer them, but instead acquaints the child with the conventional patterns of his civilization, which effectively close up the asking mouth and shut the wondering eye. Franz Kafka once formulated this aspect of education by saying that "probably all education is but two things, first parrying the ignorant children's impetuous assault on the truth and, second, gentle, imperceptible, step-by-step initiation of the humiliated children into the lie."

Schachtel, Ernest G., Metamorphosis, Basic Books, Inc. 1959

DE GRANDIR

Le jeune Clayton n'a qu'un plaisir__
Celui de grandir.

Il rêve de pages et de rois__
Mais de rien qui soit.

Tantôt héro__tantôt vilain__
Bonheurs du matin!

Il est pompier; il est danseur__
Le grand homme songeur.

Il fait galant; il fait gentil__
Bon jusqu'à midi.

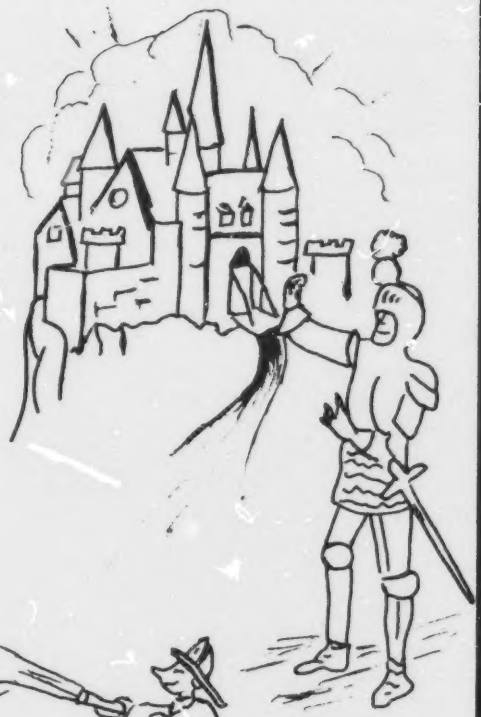
Boude, rit, fait la moue, verse une larme__
Amertume et charme__

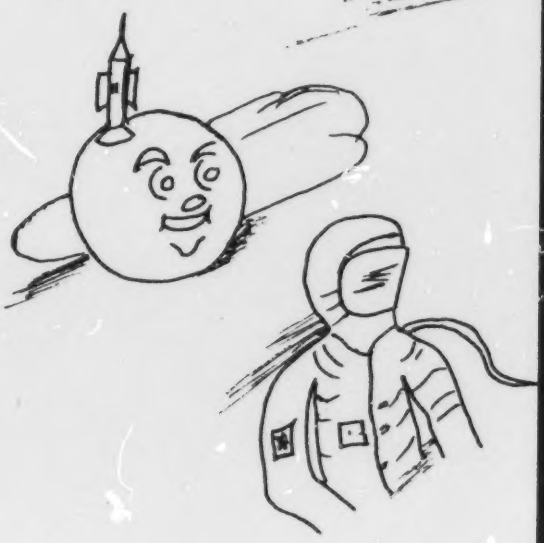
Son goût de clown et de chat noir
Le suit jusqu'au soir.

Cosmonauts, fusées, une dune,
Nuit sur la lune,

A huit ans, Clayton aime ce jeu
De grandir heureux.

Normand C. Dubé





L. to r, Mrs. Lorraine Ouellette, John Lagassey (pre-schooler who came with his mother to visit his big sister's class), Mrs. Louise Lagassey and Karen Lagassey.

The following is an interview of Mrs. Lorraine Ouellette (Title VII second grade teacher of Keegan School) and Karen Lagassey (her student), by Karen's mother, Mrs. Robert Lagassey, co-chairman of the Van Buren P.A.C. and also a member of the Title VII Advisory Council.

"I am Mrs. Louise Lagassey and I came here today as a parent volunteer. I have a list of questions to ask Mrs. Ouellette."

Mrs. Lagassey: "Mrs. Ouellette, when did Title VII start?"

Mrs. Ouellette: "I believe it was started in the fall of 1970."

Mrs. Lagassey: "In what ways are both Title VII and Follow Through similar?"

Mrs. Ouellette: "Generally, both programs are similar because both programs value bilingualism very highly. Both programs are aimed at helping young students in their French. Both strive to give these children a working vocabulary in French. Both programs respect the quality of the local patois as a good language and build upon it to provide young students with a more standard French."

Mrs. Lagassey: "In what way are they different?"

Mrs. Ouellette: "Title VII is making a more direct effort to achieve complete bilingualism by stressing more use of French in the instructional process. Follow Through, on the other hand, teaches French as a second language to all students. Both programs compliment each other very well and both supplement the main program of early childhood educatior in S.A.D. #24."

Mrs. Ouellette: "Karen, do you like our French program?"

Karen: "Yes."

Mrs. Ouellette: "Why?"

Karen: "Because I'm learning to speak two languages and I'm learning to read in French and English."

Mrs. Lagassey: "I noticed you have two new pupils today. How do new pupils fit into the program?"

Mrs. Ouellette: "They will be given individualized instruction in French for a while till they can fit in with the group and with the French program. Every youngster will aid by giving them help to build up an adequate vocabulary."

Mrs. Lagassey: "My daughter told me she does team teaching. Could you explain that?"

Mrs. Ouellette: "Youngsters help each other and work in teams. A team that has mastered a concept helps the team that has run into difficulty. They work on a one-to-one basis for about 15 minutes every morning."

Mrs. Lagassey: "How is the community involved in your French reading program?"

Mrs. Ouellette: "The economy of the area is discussed in two of our books, Les Patates and La Forêt. History, heritage and culture of the area is discussed in the books Les Acadiens and L'Eglise."

Mrs. Ouellette: "Karen, did you bring a French book home?"

Karen: "Yes."

Mrs. Ouellette: "Which one?"

Karen: "L'Eglise."

Mrs. Ouellette: "Could you tell us something about it?"

Karen: "I read it to my father, my mother and Rene (her sister in grade 3). Rene liked it and she wants to speak French too."

Mrs. Ouellette: "Only speak French? Does she want to learn to read also?"

Karen: "Yes."

Mrs. Ouellette: "What makes you think so?"

Karen: "She tries every day."

Mrs. Ouellette: "What do you do?"

Karen: "We get together and I teach her and she reads after me."

Mrs. Ouellette: "Is she learning very well?"

Karen: "Yes, she tries very hard."

Mrs. Ouellette: "When you bring La Forêt home, will you do the same thing?"

Karen: "Yes."

Mrs. Ouellette: "At school what are the books that you've been reading at the French station?"

Karen: "Le Petit Chaperon Rouge, and Les Trois Ours."

Mrs. Ouellette: "Would you like to read a page from L'Eglise?"

Karen: "Yes, page 3. C'est une eglise.
C'est une eglise en brique.
C'est une eglise en brique rouge.
C'est une eglise en brique rouge dans la Vallee.
C'est une eglise.
C'est une eglise en pierre.
C'est une eglise en pierre grise.
C'est une eglise en pierre grise dans la Vallee."

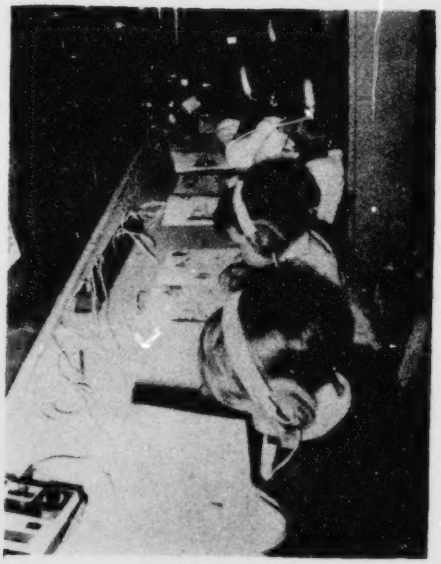
Mrs. Lagassey: "This morning as I looked around I was very impressed with the way youngsters use various equipment. Is this also made available by Title VII?"

Mrs. Ouellette: "Yes, we have the eight-station listening center which is used with tapes or records depending on the concept being taught. The language master and headset have helped the student who needed extra help with reading (both in French and in English). The Precyclopedias have been used a great deal for research by the youngsters. The creative arts supplies furnish enjoyment and beautiful results in creativity. The Cuisenaire Rods have helped make math a fun game. I have named just a few of the audi-visual materials, furnished by Title VII. Having all this wonderful equipment at our disposal has been a great asset in helping each child work to his full potential."

Mrs. Lagassey: "Thank you very much, Mrs. Ouellette and Karen. Your answers are most informative."

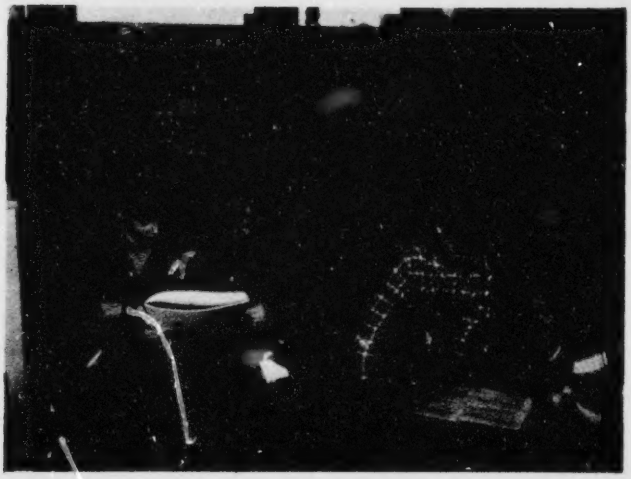
MRS. LORRAINE OUELLETTE'S SECOND GRADE CLASS, KEEGAN SCHOOL

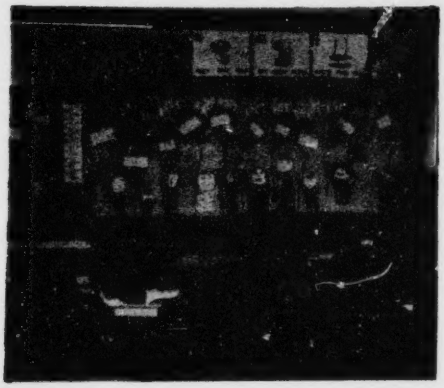
Students discuss the French booklet La Foret.



Students use the eight-station listening center to hear the French books read on tape.

Cuisenaire Kits make math so concrete and so interesting.





Peer teaching is most effective with these students as one becomes the teacher and the other the student.

POEMS

by

Mrs. Ouellette's Grade Two Students, Keegan School

KITTY CAT

Cats are fluffy,
And they are puffy,
And they are stuffy,
And they are nice.

. . . By Donna Dubay

WHEN THE WIND STARTS TO BLOW

When the wind starts to blow,
Then spring and summer start to go.
Will autumn wind just blow
or will it snow?

. . . By Richard Miller

I HAVE A DOG

I have a dog,
he eats like a hog!
When I go to bed,
he lays down his head.

. . . By James Berube

RABBIT

Go to sleep bunny rabbit,
Dream of your fluffy white tail.
When you wake up,
your supper will be ready for you.

. . . By Gilman Michaud

The sun is setting,
Its evening rains getting here.
The wind is blowing,
The whole town is glowing.

. . . By Michelle Laplante

Sleep little thing,
And mommy will sing.
Mommy will fluff
your cotton tail.
If you wake up,
Mommy is going to put you in a pail.

. . . By Sandra Berube

The sun is set ---
The fields are cool and wet.
Evening is here,
And the sky is clear.

. . . By Janet Cyr

The fields are wet
And ready to set.
The clouds float by.
But why?
The hills are high
But I don't know why.
The clouds are so white
They glow in the night.

. . . By Sandra Berube

STUDENTS' TOOLS FOR A LEARNING CAREER

Depending on the teacher's will, wisdom and talent, the world can be exciting or dull, productive or wasteful. For many reasons, a teacher's role today is not an easy one. With large classes and wide ability levels of learning, it is becoming more difficult to grasp and hold the attention of students because of their overwhelming exposure to out-of-school mass communication.

Everyone should bear in mind that a one-to-one teacher-learner ratio is very rare indeed and that in general, personal individual instruction is necessarily limited to a small fraction of the student's daily classroom time. But meeting the needs of the individual child is a prime objective in the schools.

How often have we heard this complaint. "Certainly, I'd like to spend time individually with each of my pupils but I just don't have enough hours in the day." Unfortunately, it's true. To work individually with each pupil who needs assistance, forces a teacher to ignore the majority of the class. To work with the class as a whole means that some pupils aren't getting the help needed.

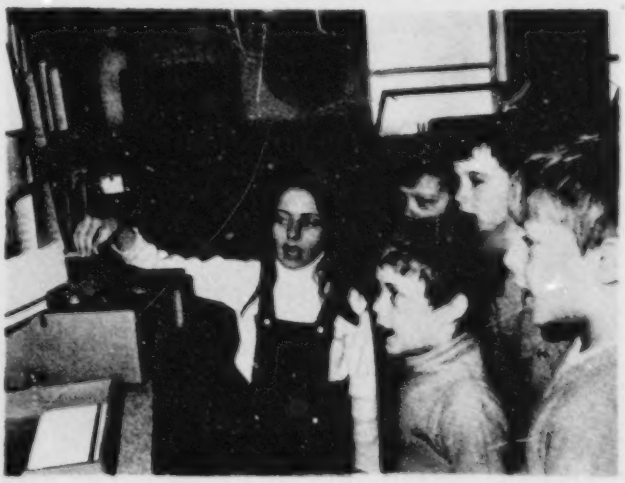
Educators know the problems and have tried to alleviate this dilemma. Audio-visual aids have been designed so that the individual students can work with them largely on their own — resulting in a program of discovery, study and reinforcement. Materials for use by the gifted, by the mainstream child, by the slow learners or by the "left out" child with learning disabilities have been developed. These aids create high interest, motivate students to learn and permit students to work on their own — thus creating independence.

When working with the proper tools, students can proceed as slowly or as rapidly as necessary to grasp the concepts he needs so that learning becomes a delightful and informative experience. Language ability grows from many experiences.

We have been rather fortunate here in the Valley to have had such a project as our Title VII Bilingual Program. They have provided us with many new audio-visual aids. To name but a few:

LANGUAGE MASTER

This permits quick isolation and easy reperition of written words, also visual representation of each sentence. A group of five or six children (with a student in charge) working in one corner of the room for vocabulary practice. while other groups are busy at other activities.



EARPHONES AND LISTENING STATION

Children develop vital habits of good listening and attentive observation thus creating better concentration and reasoning abilities. All outside distractions are cut out and this significantly upgrades student performance.

FILMS AND PROJECTORS

Filmstrips may be viewed by pupils to review the concepts taught and thereby giving students an opportunity to better understand and become better able to discuss. A more gifted student can serve as tutor for the slower ones. This involves children's active participation.

CASSETTES AND TAPES

This tool expands any child's reading vocabulary and further develops his skills and provides more depth to comprehension activities. The students are exposed to auditory and oral experiences essential to success in developing reading skills, and at the same time record and listen to their own speech in terms of correct sound values, clear articulation and proper accent. While the teacher is actively engaged in teaching one group of students, the teacher-directed tape is teaching another group. Fewer students sit idle and the teachers have more time for individual instructions.

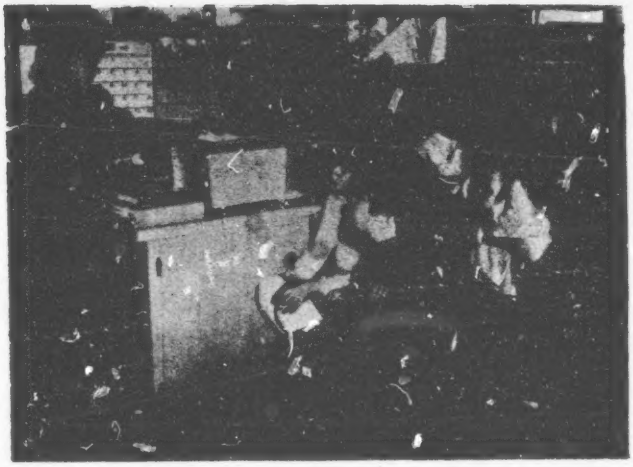
TYPEWRITERS

Learning spelling words and writing sentences becomes much more meaningful and children are encouraged to think critically and creatively. The process of learning becomes fun.

CUISENAIRE RODS

These different size rods can be handled and manipulated and helps bring a strong mathematical foundation. A child who can't keep pace with the rest of the class alone, is encouraged by working in teams and then senses success.

OVERHEAD PROJECTOR AND TRANSPARENCIES



Well prepared lessons with this machine will develop oral group discussions. Peer teaching generates creative enthusiasm and affords new ideas and insights. Since children respond best in small groups, they always find unlimited possibilities to help one another.

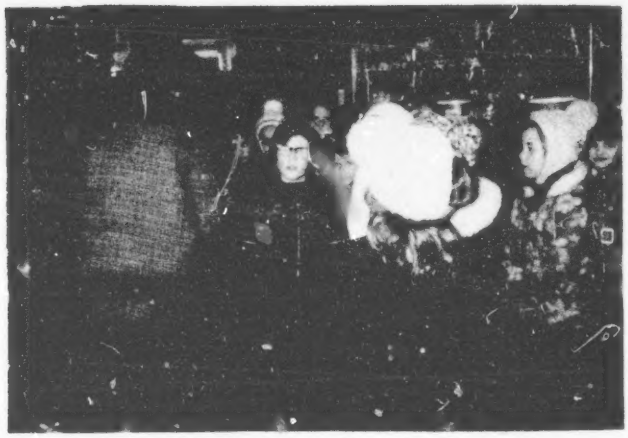
PUPPETS AND THEATER

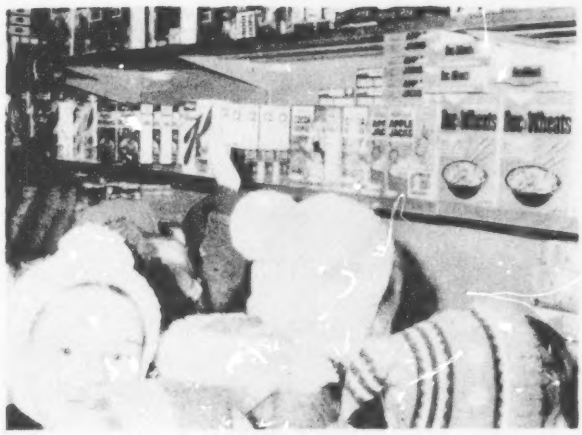
Encourages children to express their thoughts and feelings freely in dramatic play. It invites role-playing, encourages speech activities and cooperative play which develop trust and new views of themselves. If children become bored with school in the lower grades, it is often difficult to revitalize their interest in later years. Good teacher-control and direction will get a group of students to move ahead and send them off to a learning career.

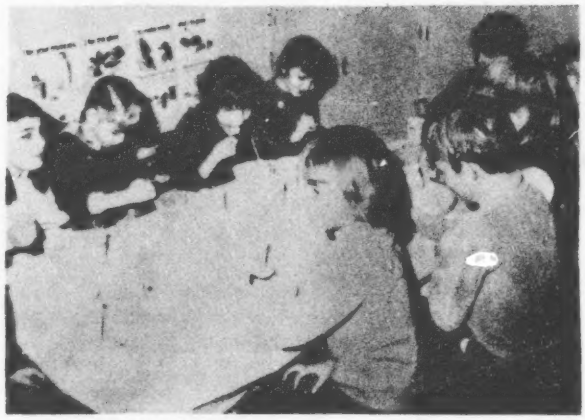
In the above snapshots, students play a vocabulary game which was prepared for them by their teacher. High school student, Bonita Ouellette, who does volunteer work in this class, looks on with interest.

Mrs. Aline Bouchard
Grade 2
St. Thomas

MIXING FOOD, FUN, AND LEARNING







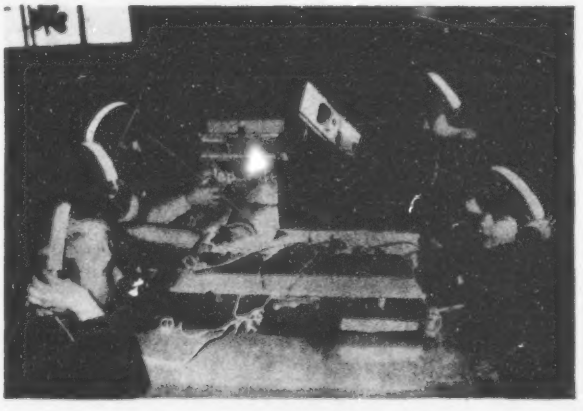
Mrs. Linda Palmer and her first grade class of St. Thomas School enjoyed a field trip to a supermarket where they shopped for their breakfast foods.

The next morning, they read their menus and had the special treat of eating breakfast in the classroom.

20TH CENTURY LEARNING TOOLS AND ACTIVITIES

It is interesting to discuss stories read! To the left is a reading circle of Sr. Juliette Michaud's first grade class of Montfort School, St. Agatha.

Manual dexterity is stressed in the creative arts weaving class pictured to the right.



The outside world is shut out as these students enjoy the language master card series reaching their ears through earphones from the listening station.

Mr. Peabody follows up Mr. P. Mooney of the Kindergarten for these first graders. Here students discuss the jack-in-the-box who landed from another planet.